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ABSTRACT

The focus of the program described in this paper was to help junior college counselors and other staff be more effective in working with educationally disadvantaged women students. A second purpose was to train junior college staff in the use of group counseling as a technique which could reach more students than present methods. The program for the "Training in Group Counseling of Minority and Low-Income Women Students in Junior College" was offered in the winter and spring of 1971 to 60 participants by UCLA Extension. Objectives included: (1) providing information on the life expectations and opportunities of low-income women; (2) encouraging insight and awareness in counselors of needs and aspirations of disadvantaged women students; (3) to increase counselor skill in group methods; (4) to help set up and supervise actual group counseling situations at the participants' colleges; and (5) to encourage the use of para-professionals in counseling work. Participants and staff agreed that the program was effective in providing new information and changing the attitudes of participants toward educationally disadvantaged minority women. Detailed descriptions of the planning, staff, curriculum, instructional techniques, and evaluation of this program are included. (LP)

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GROUP COUNSELING OF MINORITY AND LOW-INCOME WOMEN STUDENTS

A Model Program for Junior College Educators

Rosalind Loring and Mary Adams

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INTRODUCTION

The concerns of women in America about themselves--their roles, home, work, education, relationships and fulfillment have dramatically intensified over the past ten years. Although the beginning stages were primarily initiated by a relatively small group, these concerns are now shared by growing numbers of the female sex. In fact, it is difficult today to find girls or women who are not more aware of their needs and of the difficulties they face in gaining satisfaction through the current patterns of society's institutions. Thus, regardless of age, economic or educational level, country of origin, or any other sub-grouping, awareness is present and multiplying.

Of course, this movement has flourished in the context of the times. The struggle for autonomy and quality by various ethnic and low-income groups has created a climate of heightened expectations by all those who feel themselves to be in a minority status. In return, there have been numerous attempts by various government agencies and private citizens to meet the stated needs.

For women the attempts to produce change have been multiple including traditional methods such as legislation and lawsuits, but of equal importance is the use of a new tool--counseling on two levels. Counseling, first, to illuminate and define the tentative qualms, the hurt and the anger. And secondly, counseling to provide guidance for decisions relating to home, education and career. It is interesting to note that every report issued by both the Presidents' Commissions and by the commissions of 49 separate states on The Status of Women have explicitly recommended counseling as a primary need of girls and women.

These national trends have been reflected in the creation and rapid growth of the Department of Daytime Programs and Special Projects, University of California Extension, Los

Angeles. The department was started six years ago to meet the expressed needs of mature women with two major new courses --Group Counseling for Women: Educational, Vocational and Volunteer Opportunity and Developing Personal Potential. Since that time, the department's offerings have been expanded to include: training of women for para-professional and managerial work; presenting to the community information regarding the inequities of racial and sex discrimination; and training of teachers and counselors of secondary schools, community colleges and universities, as well as other professionals and the general public, in counseling approaches, methods and the hard content which deals with the facts of low-income, ethnic minority men and women's lives. Furthermore, the department developed and has administered for three years the Veterans Special Education Program which assists veterans whose past educational experience has not prepared them for higher education. Here, too, counseling to develop a stronger self-concept is a heavy component of the curriculum in order to facilitate academic progress.

Because we believe that change affects every area of society, the department's planning has been developed through consultation with participants, educators, administrators, employers (including the National Alliance of Businessmen) and specialists in the fields of psychology, sociology, economics, social welfare, management and history.

The report which follows describes briefly the process of the program designed specifically for community college personnel. This level of higher education is one of the most vital in the behavior and attitudes of our target audience. Decisions are made here which impact the future by surfacing, and hopefully resolving, the fears and fantasies of the individual.

We are grateful to Paul Carnell, Assistant Director, Division of College Support, Bureau of Higher Education, United States Office of Education, and his staff for

recognizing the urgent need of such training by awarding the program's grant; and to Young Park and his staff in ERIC, UCLA for encouraging and assisting in the production of this report. Special thanks are tendered to B. Lamar Johnson, Professor of Education, UCLA and to the presidents and their staffs of the Los Angeles area community colleges who served as advisors and supporters. Finally, for University Extension, the participants and for myself, a cheer of appreciation for the efforts and commitment of the Planning Group--Mary Adams, Hope Holcomb, Joan Lasko, Phyllis Liu, Gregory Ochoa and Claude Ware--whose personal investment meant time and energy far beyond the financial compensation.

We hope you will replicate this project on your own campus. The experience is needed now in order to make your counselors more available to more students and to meet the searching, surging interests of your women students.

Rosalind Loring
Director, Department of Daytime
Programs and Special Projects

GROUP COUNSELING OF MINORITY AND LOW-INCOME WOMEN STUDENTS
A Model Program for Junior College Educators

Rosalind Loring and Mary Adams

I. PROGRAM FOCUS

A. Introduction

Educators in the junior and community colleges of the Los Angeles metropolitan area, and indeed the nation, are faced with pressing social problems. Two such problems are on a collision course: the inadequate counseling arrangements in their crowded, under-financed colleges and the unrealistic, unproductive decisions on their life patterns made by educationally disadvantaged women students at a most critical moment in their lives.

B. Purpose

During winter and spring 1971, a program, "Training in Group Counseling of Minority and Low-Income Women Students in Junior College," was conducted to help solve both problems. Offered at the graduate level, the program taught group techniques and presented new, relevant information to educators whose professional careers included direct or indirect counseling of minority or low-income women students. The twofold objective was to provide (1) information about minority and low-income women students and their specific needs and (2) practical experience in group counseling.

II. PROGRAM OPERATION

A. Participants

1. Selection Criteria. Participants in the program were selected according to their:

a. employment as junior college educators (as counselors, administrators, teachers)

b. direct or indirect experience in counseling women students of minority or low-income backgrounds

c. eagerness to acquire knowledge of the current life styles, expectations, and opportunites of women, with special emphasis on certain cultural and economic groups

d. desire to increase their counseling skills by adding group counseling.

2. Recruitment. Participants were recruited primarily through administrators at junior colleges in the Southern California area, who received a letter from the assistant director of the program (a junior college administrator at Los Angeles City College), inviting them to select candidates with the necessary qualifications. They were also asked to allow group sessions to be scheduled on their campus during the practicum. Of the 89 applications received for the course, 74 were recruited by this method.

The above criteria attracted counselors who would likely benefit most from the program's content and process. The recruitment procedure excelled for two reasons: the specific purpose of the program made it self-selecting, and the highly personal, selective recruitment through junior college administrators attracted those most likely to initiate change.

Because the program was designed for a specific group, information on such qualifications as degrees, academic attainment, and standardized test scores were considered unnecessary, being implicit in the participants' current professional employment. Age was not considered relevant, and geographic limitations

were imposed only by the location and timing of the program in Los Angeles. Interviews and recommendations of an informal nature were preferred and were often the result of the recruitment methods.

3. Evaluation. Evaluation of the criteria and recruitment methods revealed positive attitudes. The project was planned for 60 participants; of the 89 applications received, 77 were accepted to assure full participation. Seventeen dropped out before or after the first session. All of the remaining 60 completed the two-quarter program; 53 satisfied the requirements for credit, and the remaining seven had no wish to receive credit. Of the initial 77 participants, 60 met all the selection requirements. Those who did not were allowed to enroll because they either had future plans to work in a junior college or were presently counseling groups related to our target population (e.g., Job Corps and Head Start).

4. Background. A summary of employment data furnished by the participants shows that 49 were employed in a two-year college, three in four-year colleges or universities, three in elementary schools, one in a nursery school, one in Head Start, one in the YWCA Job Corps, one in a library, and one as a graduate student in education. The job designations listed 26 counselors, 16 teachers, seven administrators, two educational specialists, and one financial aids officer.

Applicant interest was higher than anticipated. Their degree of personal motivation, commitment to professional improvement, and willingness to change were outstanding. The inclusion of several participants not currently working in a junior college provided a broader experience for all involved. The diversity and heterogeneity of the group itself was enriching,

and the inclusion of people not closely associated with a campus provided an unexpected source of change dynamics. As one staff member put it, ". . . all the movement peripheral to the counseling office hadn't been anticipated and will undoubtedly strengthen counseling offices."

In the words of B. Lamar Johnson*, who assisted in the final evaluation, ". . . you have marshalled the resources of the community, identifying those. . . most advantageous to the woman junior college student and, as a result of the heterogeneity of your professional backgrounds, are providing individualized and tailor-made counseling assistance."

5. Faculty-participant ratio. The faculty-participant ratio was one to twelve, five group leaders for 60 participants. It was functionally workable, providing good communication and coordination among and between staff and participants. Comments on evaluation forms frequently noted the excellent rapport and cooperation of everyone in the program, including administrative and support staff.

B. Staff

The continuing program team consisted of the director, two assistant directors (who also served as group leaders), and one supporting staff member. Each of the five group leaders was assigned to a small group for the entire first quarter.

In spite of pressure to change the composition and leadership of the groups midway through the first quarter, it was not done and the results validate the decision. The continuity helped develop a supporting environment, an important factor in the establishment of the many counseling groups.

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*Professor of Education; Head, UCLA Junior College Leadership Program.

Openness, frankness, and depth of discussion in the groups made it possible for participants to express concern, anxiety, and doubts about the use of group counseling, the place of non-professionals in the counseling process, personal competence in group vs. individual counseling relationships, and similar matters.

The effectiveness of the regular staff and faculty was augmented by ten part-time faculty who participated in four of the six general sessions as speakers, panel members, or consultants. Each lecture, discussion, or demonstration related to one of the objectives, the part-time faculty being selected for their competence in a specific area, e.g., federal programs for women, training of para-professionals, or junior college counseling services. Their influence extended well beyond the information they brought about their professional activities--it included reports on their personal contacts with students during the day.

To further widen the influence of the presentations, planning sessions were held each noon to integrate the cognitive material of the lectures with the daily discussion groups. Evaluation meetings were held at the end of each day. As often as possible, the part-time faculty joined the staff in both these sessions. The teaching staff, both regular and part-time, received the highest ratings on quality. (See Appendix A for data compiled from Federal Evaluation forms.)

C. Objectives

Each of the five objectives listed below were sufficiently complex and important to be the subject of a single program. Several times during the first quarter it seemed that this multiplicity might obstruct the desired outcome. Certain modifications were consequently made to provide the learning experiences tailor-made to the participants' needs. (See the section Program Evaluation.) The five objectives were:

1. to collate and disseminate as much "solid" information as possible about the life expectations and opportunities of women with special emphasis on certain economic and cultural groups

2. to encourage insight and awareness in counselors of the needs, aspirations, and possible development of educationally disadvantaged junior college women

3. to increase the skills of counselors by adding group counseling methodology to their repertoire

4. to promote action on the needs of the ultimate target audience by scheduling group counseling experiences for program participants and by demonstrating a variety of techniques

5. to expand the benefits of counseling and guidance through the use of para-professionals (counselor aides).

Since objectives (1) and (2) were closely related, similar methods were used to achieve them.

Information was provided through lectures: Expanding Horizons for Greater Effectiveness and Personal Growth; Understanding of Minority and Low-Income Groups; Discovering the Needs and Aspirations of These Groups; New Militancy and Old Patterns; Government and Private Programs for Training Women; Opportunities for Minority and Low-Income Women; Community Resources, Educational and Occupational.

Informal panel discussions were used to provide valuable information and insights about life styles and male/female attitudes among minority group members; their effect was heightened by the personality and nature of the speakers, most of whom were themselves members of minority groups.

Several interesting facets of this emphasis became evident early in the program. Surprisingly many enrollees were not aware of the extent of the problems women face and, in some instances, had to be convinced that there actually was a reason for including this awareness as an objective. Other participants, although aware and concerned, were unwilling to pursue the subject to any depth--even the women educators. As

one member summed up the impression of the staff: ". . . women simply resisted the focus on women. . . the women counselors, and men also, were uncomfortable and unable to deal with the discussion at any depth. . . However, the notion that we were primarily concerned with counseling women was a thread that wove continuously in and out of discussion."

Despite this response, the program highlighted the need and brought increased awareness of the problems. A questionnaire at the final session asked the participants to detail the new information they had gained. A sampling of responses is included in Appendix A, but the following statement is typical:

> "More and more women--and men--realize the necessity and the importance of widening the horizons of a woman's life. Chicano and black women especially need an opportunity to develop as individuals and contribute their considerable talent to our society. Since life in poverty is usually without hope, special and constant efforts should be made to support the self-improvement efforts of these women. Opportunities for them are expanding, but not fast enough. Minority groups still face a great deal of tokenism, with the higher educational system one of the worst offenders."

Although the participants paid steady attention to minority and low-income women, the specific nature of their problems was not stressed. The young women students who participated in the panel discussion of life styles became very concerned and agitated in their awareness of the generalized needs shown by the group interaction, but their degree of upset and state of mind were not conveyed to the participants. A staff recommendation was that each speaker, consultant and staff member carefully state and elaborate on this need.

Objectives (3) and (4), as important as the first two, required more time to achieve. Consequently, alternative plans for action were formulated by the faculty and presented to the participants for discussion and decision. Based on their assessment of their own readiness, 49 determined to proceed

with their initial plans to form counseling groups, while eleven chose to write research papers. The small groups were re-formed and the staff leaders were reassigned to supervise the practicum.

Thirty-nine groups were subsequently conducted on 17 junior college campuses in the Los Angeles area. Information about group composition (sex, ethnic identity, and number), purpose, method, outcome, and future plans for the groups was collected. An evaluation questionnaire answered by 34 participants shows that 36 groups existed before this training program and 101 after it. Of the 36 previous groups, only seven were for minority and low-income women; 46 of the 101 subsequent groups were especially for them.

Objective (5) was covered by one lecture, but the plan to use peer counselor-training as part of the program was abandoned because the participants lacked confidence in their ability to organize groups, and because some doubted the desirability of this kind of expansion. The subsequent discussion showed, however, that the groundwork had been laid for a positive attitude toward future use of aides.

The faculty concluded that both the classroom-teaching segment and the practicum were necessary; the effectiveness of one depended on the other. An interweaving effect of lecture and training with practice was suggested as a way to reinforce the learning.

A recommendation to change the format of the lecture-training period has been included in the proposal submitted to the Office of Education requesting funds for continuing this program. A ten-day residential institute is proposed to provide a more intensive learning environment. It would be held late in August and the practicum conducted during the fall quarter.

A continuous effort was made to include participants in the decision-making process. Each day the opening period was devoted to presenting, clarifying, and providing feedback

on the program objectives. Participants were encouraged to express themselves to each other and to faculty/staff members on matters that concerned them. This discussion was effective in adapting the program to the needs of the participants and created a climate conducive to learning and change.

III. PROGRAM EVALUATION

The response of the 60 educators who recently completed this program was enthusiastic, from inception to conclusion. Subjective and objective evaluation data showed how highly successful the program was in meeting its objectives. Attitudes changed, knowledge acquired, and activities begun validated the program's purpose and design. Evidence during the year substantiated the hypotheses of the proposal: (1) junior college women students, especially those from minority and low-income backgrounds, have problems distinctly different from those of other students, (2) the junior college is the educational institution they most frequently attend, (3) the junior college years are crucially important to these women in making educational/vocational career choices, and (4) junior college educators are aware of the problem and are seeking opportunities to help them.

Because this program is designed for a specific need, effort and time might be better concentrated if recruitment efforts insure enrollment of the target group only--junior college educators--but this would require more personalized recruitment of teams of teachers, administrators, and counselors. Some participants found it difficult to establish counseling groups on their campuses because other faculty members and administrators were unfamiliar with group counseling methodology. The team members, knowledgeable and familiar with each other, could facilitate this integration by sharing the work load and expertise, and by doing mutually supportive work. The program should also engage the classroom teacher in the counseling/guidance process.

In teaching the program, equal amounts of time were given to (1) knowledge, (2) attitudes, and (3) skills or methods. It was felt that the potential for change of attitude was essential to the total learning experience and that educators enrolling in this kind of program were already favorably inclined toward change.

At the conclusion of the first day's activities, the staff found that this assumption was not entirely valid, for most of the educators had had less experience in or knowledge of group counseling than expected. Knowledge about and favorable attitudes toward the concepts of counseling in groups had to be developed before skill training could begin.

Consequently, the schedule was changed to provide more opportunity, both formal and informal, for attitude development. The lecture on counseling methods was postponed from the second to the third day, and the demonstration from the third to the fifth day. At the same time, the small-group sessions concentrated on developing a positive attitude through member participation in the group-counseling process.

On-going evaluation, based on the group discussions, suggested a need for keener discernment of the needs and problems of women minority students. Participants were more familiar with current facts than had been expected, but they expressed the need for further accounts of personal experience. Modifications to accomplish this included: (1) changing the emphasis of the panel of minority members (from discussing life styles to getting the views of young women student <u>from</u> these groups); (2) requesting the four minority people, on the panel discussion of female and male attitudes toward militancy and equality, to interact informally from their personal frame of reference rather than to give "set" presentations; and (3) encouraging the participants to use the small-group sessions to share their personal attitudes about the problems of minority women with each other as well as with the minority women themselves.

This continuous evaluation of the needs of the participants provided more opportunities for attitude change toward counseling methods and the problems of women students.

Instruments. Data used in evaluation were compiled from two instruments completed by the participants at the final session: Forms A and B in Appendix B.

The General Evaluation Sheet, Form A, was a semantic differential used to determine individual opinions on the helpfulness of the training program. (Compilation of data can be found in Appendix B.) The questions on the second page of the form were not included in the data, as they were more completely answered by another evaluation measure.

Form B was designed to elicit information on previous group counseling experiences and on plans to implement the ideas and methodology of the counseling program. (A selection of the replies is also included in Appendix B.)

Data from the Participant Evaluation Form of the Office of Education has been compiled in Appendix A. A selection of all the evaluations has been incorporated in this report. In addition to these written assessments by the participants, a staff evaluation session was held immediately after the final session. Partial transcriptions of the tape recordings of the session have been paraphrased and are included as Appendix C.

IV. CONCLUSIONS

"The strength of this entire program lies in the emphasis on and creation of a definite awareness . . . [of] a need for group counseling for this particular designated group of women." (Comment of participant.)

"As a result of sixty people being in this program, ten times that many have been touched in a very meaningful way. Maybe that is the key to the whole thing. We have a program going which has as its object to get a person together with ten other people in a counseling group--people who are selected

on the basis of need. This is the reason it should be continued; this is the way that education can be made meaningful to many more than this program touched." (Comment of a faculty member.)

We concluded at the completion of the program that ". . . we achieved results because we offered a "smorgasbord"--each person could take [whatever] portion of it would be especially beneficial or applicable to him or her . . . We had felt we were [pushing] them to do too much, but they showed remarkable creativity and energy in finding what they needed and applying it." (Comment of a staff member.)

The success of this program, as shown by the personal growth of participants, activities undertaken, and extension of the effect beyond the counseling offices of junior college campuses, has been detailed in the preceding sections of the report. Although the main thrust, whether individual or institutional, has been toward counseling and guidance of women students, the effects have been extensive. They include: (1) formation of working teams of educators who served as advisory committee members, program speakers, group leaders, and participants; (2) strengthened relationships between the university and junior colleges; (3) increased awareness, on the part of both the junior college women and the institutions, of resources in the community; and (4) extension of the methods of group counseling to community organizations.

Appendix A

A Selection of
FEDERAL EVALUATION RESPONSES

5. Institution where you expect to be employed after the program

(1)	49	2-year college
(2)	0	4-year undergraduate
(3)	3	undergraduate and graduate
(4)	3	elementary or secondary
(5)	5	1 nursery school, 1 Head Start, 1 YWCA Job Corps, 1 graduate student, 1 library
(6)	2	no response

7. Position you expect to hold

(1)	10	teacher
(2)	7	administrator
(3)	26	student personnel
(4)	2	other educational specialist
(5)	1	graduate student
(6)	6	other (1 financial aids, 1 undergraduate, 1 therapist)

11. Rate the overall quality of the training program

(1)	17	an outstanding program
(2)	20	very good
(3)	9	good
(4)	2	adequate
(5)	0	poor

12. How useful will the training received in this program be to you in your professional work?

(1)	35	very useful
(2)	9	fairly useful
(3)	0	not at all useful
(4)	0	don't know

13. Which part of the training program was most valuable to you in your professional development?

	(1) most value	(2)	(3)	(4)	(no response)
Content	13	11	5	8	7
Attitude Change	13	10	5	8	2
Methodology	12	7	12	6	1
Communication	16	13	5	2	2

14. Level of the program in relation to your background, experience, and competence.

(1) 0 was over my head
(2) 36 integrated with my previous experience and background
(3) 9 covered information with which I was already familiar

15. Rate the following characteristics - use (1) outstanding, (2) very good, (3) good, (4) adequate, (5) poor, (NA)

	(1)	(2)	(3)	(4)	(5)	(NA)
quality of curriculum	16	26	5	1	0	0
field-work experience	10	10	6	6	0	10
administrative arrangements	16	20	10	2	0	0
same-time schedule	15	15	10	7	0	0
teaching staff	24	13	3	1	0	2
part-time	23	10	6	1	0	5
consultants	27	12	6	1	0	1
lab sessions	10	14	9	4	1	7
instructional facilities	8	15	17	2	0	4
living-dining facilities	1	5	5	8	5	22

	(1)	(2)	(3)	(4)	(5)	(NA)
rapport among participants	12	20	8	2	1	1
administration, faculty, and participant rapport	20	15	7	1	0	1
criteria for selecting participants	12	13	7	5	2	5
follow-up provision	2	7	3	4	1	20

16. Length of program

(1) 4 too long
(2) 1 too short
(3) 41 about right

17. Identify specific changes you would like to see if the program were to continue (selected comments)

. . . more black people taking part in the policy-making decisions.

Integration of instruction with project; training period compressed into one quarter, possibly by having participants start their projects after orientation; subsequent meetings to present more data and discuss progress of projects; small group discussions valuable, but group leaders could be rotated; more demonstrations of group counseling techniques.

The program has good tips on the mechanics of counseling students and on different cultures.

More demonstrations of group counseling; fewer background lectures.

Better selection of participants; those who participated were already alert to the problems.

A mechanism is needed to discourage people whose personalities or orientation makes them unsuitable for group leadership.

Some members of the class were badly in need of personal growth; they need more person-to-person relationships.

Response to the needs of participants in curriculum planning.

More impetus on getting counseling groups going earlier.

More time on lectures from specialists and representatives of the minority groups studied, and on observing group counseling in practice.

After the initial introduction to group counseling, I should have liked additional students assigned to me for supervised group counseling during class time.

Involvement in group processes from the first.

Opportunities for internship or field-work experience with feedback.

Active recruitment of more minority members so that WASPs would not be in the majority.

Avoid repetition of guest speakers and panels.

More homogeneous grouping according to interests and needs or participants; greater practice of specific techniques in group counseling.

Many participants were more familiar with the junior college than the faculty, who both were administrators and from one institution; the remarkable diversity of low-income women junior college students needs more attention; at least one faculty member from a junior college should have strong vocational interests.

Provision of more written material or textbooks; use of film or lab techniques; earlier start of groups for feedback and sharing in class.

More emphasis on group counseling techniques and practice within small groups; a teaching staff with more knowledge of group process; restriction of class members to counselors or graduate students preparing for counseling; adherence to class schedule.

More demonstrations of groups in action.

Not changes--expansion!

A testing interview to identify the strengths and weaknesses of the participants and group them accordingly.

Planning and scheduling for the entire time to accommodate busy people.

More time in practice and less on theory.

More demonstrations of skills and techniques of group counseling.

More time for small - group meetings.

More structure, with people assigned to a permanent group; general session at end of project so that all can benefit from other groups' experiences.

More on how to conduct counseling groups.

More on therapeutic group process and on effective communications.

More demonstrations of group counseling techniques instead of theory; more speakers on related and pertinent subjects; and group sensitivity training.

Some high school or elementary level group counseling experiences.

18. Discuss your perceptions of the major strengths and weaknesses of the training program (selected remarks)

STRENGTHS

Compatibility of the leaders--informative and professional.

Personnel capable and interested; guest speakers generally excellent; personnel available for extra help and consultation.

Application of theories in group dynamics.

Sensitive leadership; access to valuable material and information on counseling minority groups.

Flexible and innovative staff with ability to adapt to group needs.

Outstanding consultants.

Excellent planning to reach goals of program.

Speakers and presentations well chosen.

Awareness of the different and intense minority problems.

Input from people experienced in the process on a day-to-day basis.

Chance to exchange ideas with other counselors.

Breadth and depth of coverage, with many minorities included.

Quality of interest, knowledge of leaders, flexibility of leaders, rapport, resourcefulness.

Bringing students from the different minority groups to discuss their problems, instead of using only experts (professors).

Understanding, meeting, and working with all kinds of problems and individuals--minority, racial, etc.

Realistic objectives; relevant para-professional concept.

The firm, but gentle and continual, emphasis on minority and low-income women.

The wealth of experience brought to the group by regular and special participants.

Valuable information presented by informed, competent speakers. The impact of so many competent, capable women who have handled a dual role successfully--personal and professional! A remarkable planning job to present so much content in profitable sequence.

New insight into dreams, goals, aspirations of minority women and the problems they face in achieving them in today's social structures.

The opportunities to talk with the students, privately or in group sessions.

The ethnic and racial balance in the class--the administrators, the speakers, the low-income women.

Focus on a specific segment of the educational community --minority-group women students where the need for counseling is great.

An excellent demonstration of group counseling, informative and interesting.

Enriched feelings, sensitivity, awareness of other groups, culturally and economically.

Good leaders, well organized, good selections of participants gave a varied group.

Valuable exchange of ideas with other educators to examine the latest trends in counseling.

WEAKNESSES

Small groups' tendency to discuss only one facet.

Lack of continuity.

Need for a practicum.

Sessions and course could have been shorter. Lack of specific information on problems faced by minority women.

Speakers uninformed of group composition, expecting only counselors.

Too much time on background and too little on demonstration of counseling from experts.

Too much time on personal "hang-ups."

More participation by people who are daily involved in counseling in the ghettos and barrios.

Too little emphasis on techniques of counseling.

The time devoted to theory could have been better used for practicum.

Not enough basic guidance in counseling techniques for a non-counselor among professional counselors.

Too late starting the counseling of students.

Too much time spent with one group.

More demonstrations of the group counseling method.

Discussion groups too long and lectures or demonstrations too few.

Physical exhaustion from seven continuous hours of class.

Over-emphasis on minority women's differences instead of universal female problems--not indigenous to minorities only.

The need for more informal lectures, with more audience participation.

The small groups had too much flexibility, permissiveness, lack of direction.

Repetition among the guest speakers and panel members.

Meager information on the selection and training of peer-group counselors.

Not enough minority members in small groups--more should be heard <u>from</u> them and less <u>about</u> them.

19. If this program enhanced your career development enough to justify the time you devoted to it, explain how.

This course will be very helpful in my future career plans.

It made me more sensitive to the differences in other cultures. Helped me to conduct a group better.

This program gave me a greater awareness of the problems minorities face. I learned so much from visiting informally with members of minority groups as we ate lunch together. In my orientation class, I plan to disband the "lecture" method and divide my class into groups so they can meet, know, and learn from each other.

Enabled me to take initiative in establishing a program on my campus for students of this type.

The research has helped me to know where to find material to operate more efficiently in my present position.

Gave me additional depth of understanding of minority groups and more current information on the trends of each culture.

The course justified some of the group techniques with which I've been experimenting in my English classes.

The program has been time well invested and I hope the group I have started will continue on our campus.

By providing the methodology and feeling of competence to extend my use of group approaches in my counseling role and by providing a broader basis for understanding of minorities.

I feel that the program was worthwhile, especially when I became involved with the women in group sessions.

As we are starting to use para-professionals, the information in this area will help.

Parent discussion groups are usually structured around a program or topic, but I want to lead open-ended groups and this program has helped me feel comfortable doing so.

The group experience enabled me to become more empathetic toward individual roles, to accept values that differed from mine, and to develop new perceptions about minorities.

It sharpened my present awareness to the problems of minority women.

It updated my previous training and experience.

It increased my contact with administrators at my college and exposed me to multiple resources, both human and factual.

This program gave good tips on the mechanics of counseling students and on different cultures.

I developed a closer relationship with those who needed someone to "turn to," and was able to help them.

Through counseling my students, I have become more sensitive to their needs and have established better rapport with them.

I feel that this program enhanced my understanding of group counseling and the group process, and of the problems of low-income and minority students.

Allowed me to use and employ what I learned/heard here with my students in all subjects.

Group counseling has been easier to organize and lead with the demonstrations and training we've had.

I am better qualified to understand the problems of my women students through improved listening techniques and a better understanding of their culture.

I should like to continue counseling groups to overcome the aloneness that the students find on a large campus and to encourage their understanding of other human beirgs as well as themselves.

I do not feel I was helped by the techniques and approaches to group counseling, but I did gain knowledge of new resources for career counseling.

I am aware of the need for para-professionals, although my college is not now sympathetic to their use.

With each session, I enriched my background and experiences and became more sensitive to others. I also became more aware of the need to develop better communication between older and younger adults, between counselors and counselees, and counselors and counselors.

It reminded me regularly of certain "self-evident" truths in order to empathize and understand and provide.

Because of my involvement with this course, the administration made me advisor for my department and the program has made me more confident of my ability.

I have been motivated to take action on my own feelings about women's contribution to our society.

The program has had an impact on every aspect of my job, my personal growth, and my professional interaction with both peers and students; and has inspired me to explore each new aspect.

As a graduate student and para-professional, I found the opportunity to interact with professionals especially enriching.

As placement coordinator, I spend much time with students needing guidance and encouragement in career planning. The program has helped me to understand and direct them.

It affirmed that I was no longer a para-professional, but a pre-professional, if not already a professional in some areas.

I learned that people have more similarities than differences and that many characteristics said to be inherent in minorities apply to all persons.

It brought out the great need for cross-cultural understanding. The knowledge of differences in up-bringing and motivation of minority-group women will be invaluable to counselors and administrators.

Appendix B - Forms A and B

Evaluation Form A*

General Evaluation Sheet

Please check on the following rating scales or comment freely to help us to know just how helpful, in your opinion, this training program has been to you personally.

1. a. Speaker program in general

Not Helpful							Very Helpful
:	:	:	:	:	[6.2]	:	:

b. On understanding of minority and low-income groups

Not Helpful							Very Helpful
:	:	:	:	[5.5]	:	:	:

c. On approaches and methods of individual and group counseling

Not Helpful							Very Helpful
:	:	:	:	[5.0]	:	:	:

d. On selection and training of para-professional and peer counselors

Not Helpful							Very Helpful
:	:	:	[4.6]	:	:	:	:

e. On opportunities for minority and low-income women

Not Helpful							Very Helpful
:	:	:	[4.4]	:	:	:	:

*Developed by Phyllis Liu, Clinical Psychologist, Student Counseling Center, UCLA

2. a. Panel discussion in general

Not Helpful						Very Helpful
:	:	:	:	:	[6.0] :	:

b. On needs and aspirations of these groups

Not Helpful						Very Helpful
:	:	:	:	[5.7] :	:	:

c. On life styles and personal orientation of these groups

Not Helpful						Very Helpful
:	:	:	:	[5.5] :	:	:

3. Live Demonstration

a. On reality counseling

Not Helpful						Very Helpful
:	:	:	:	:	[6.0] :	:

b. On group counseling

Not Helpful						Very Helpful
:	:	:	:	:	[6.0] :	:

4. Small-Group Discussion

a. In general, it has been

Not Helpful						Very Helpful
:	:	:	:	[5.3] :	:	:

b. The leadership function

Not Helpful						Very Helpful
:	:	:	:	[5.6] :	:	:

c. Group involvement and participation

Not Helpful							Very Helpful
:	:	:	:	[5.1]	:	:	:

d. Contribution made by me

Not Helpful							Very Helpful
:	:	:	:	[4.3]	:	:	:

e. What was (or were) the most helpful aspects of the small-group meeting?

5. In conjunction with the training, did you do any reading?

____no ____yes If yes, please list a few helpful materials that you have read.

6. What should be done in this training to make it more helpful to the majority of the participants?

7. Any other personal comments?

Name_____

Date_____

THANK YOU FOR YOUR VERY VALUABLE CONTRIBUTION

Evaluation Form B

PLEASE FILL OUT THE FOLLOWING ON THE BASIS OF YOUR ACTIVITIES DURING THE MONTH PRIOR TO ENTERING THIS INSTITUTE AND NOW.

Number of counseling groups as a leader (34 respondents).

Before [36] Now [101] [Δ =65]

Number of counseling groups for low-income minority women at the junior college where you are employed.

Before (unreliable data) Now _____

Number of counseling groups for low-income minority women in which you are involved as a leader (34 respondents).

Before [7] Now [46] [Δ =39]

Number of students with whom you have been involved.

Before (unreliable data) Now _____

1. List the changes or additions to counseling services that have occurred because of your participation in this institute.

2. What plans do you now have for implementing the ideas and methodolcgy of this program at your school?

3. What have you done to expand the awareness of the supervisors, administrators, and staff of your school concerning your learning in this program or the groups you have created?

4. What plans do you have for question #2 above?

Responses of participants

The YWCA where I held the sessions has felt an increased need to reach minority women and wants me to help both in programming and membership development.

I have been trying to get para-professionals to assist with registration so that counselors can do real counseling at that time rather than check programs.

We are still trying to use para-professionals to help with counseling and registration.

We talked with the director of financial aid about selecting students to train as peer counselors.

Where counseling is concerned, I feel I'm better informed now on life styles and life goals. As an example, discussion had nearly convinced me that Mexican-American women would find it almost impossible to receive family sanction to enter nursing. Listening to panelists and some of our Spanish-speaking students at school, I found this to be more rumor than fact.

Use of group in place of individual counseling as often as possible, since the results should be more to the students' advantage. As it will also save time, more students can receive help.

Encouraged two of our staff to attend the class when the announcement came. I felt it would be helpful to them.

The group that I have met with would like to continue in fall semester. I plan to discuss with administration my awareness of the need for providing group counseling opportunities for new students as well as for continuing students.

I will personally work my "orientation" class into group situations, and inform the other nine counselors of my course experience.

Continue with Chicano women's group; begin group for "mature women;" break orientation class into "group situation."

I have reported to the Vice President of Academic Affairs on progress in Chicano women's group and discussed progress with co-ordinator of counseling teachers and director of student service center.

A few new counselors are planning this group counseling on their own time.

Informally, I will make certain that key administrators know about the group outcomes and hope that my enthusiasm and willingness will encourage other counselors.

My principal feels that this was great for minority girls and will include it in her counseling services for next year.

I have become a resource person for the community, finding speech and planned parenthood clinics, etc. My supervisor has now given permission for an on-going group next fall.

I plan to involve other teachers in group counseling.

I talked, argued, insisted, and even threatened to demonstrate how important the group was socially and scholastically.

Our college is interested in such counseling services and will provide the necessary encouragement, but the success depends on me.

The Associated Women Student's officers will use the methods with incoming freshmen during pre-registration.

My supervisors are aware of this program and are interested in anything constructive that can attract low-income and minority women and facilitate their learning process.

In my new assignment, Dean of Student Services, I plan to use what I've learned to work with our counselors, high school counselors, incoming freshmen, and returning students.

The counselor in charge of the tutorial program at the high school (where Mexican-American girls are the tutors and aid the elementary schools near by) asked me to help her set up a program of outside people to visit these girls, who are being turned on to advanced education.

I am using two Mexican-Americans I met at this class to help plan a program at our high school.

The girls' Vice President has become very interested in rap career guidance sessions with our minority girls or those with other problems.

I stress the importance of drawing these students into school activities, from which they have been steadily turned off.

As a result of this program and my participation, our campus has added groups to focus on women and their role perceptions.

Circulated materials to the staff and routed journal information for and about women.

My most important plan is to help maintain campus awareness of the discrimination and attitudes about women.

We plan to counsel students in groups and have initiated peer counseling in tutoring and in just plain "rapping."

The idea of group counseling and peer counseling is heartily accepted and we plan to have in-service training.

During the summer, a program is going to be designed for younger women and returning (older) women students.

Further use of group counseling for rehabilitation of students on academic probation--identification of groups on campus who may wish to discuss problems; e.g., foreign students. (Group counseling methodology and techniques will no doubt be applied in orientation sessions.)

The institute participants from our junior college have formed four group counseling programs with low-income minority women and hope that the program will be expanded.

As a result of this program, we have specific and direct counseling in group sessions about registration, admission, and financial aids.

Will continue to conduct groups with minority and low-income women in various agencies such as HRD, Head Start, WIN, and DPSS.

Will continue groups with Head Start mothers.

Plan to start student groups in the local high school.

Our department intends to start a group counseling program using four of our instructors. Before, only individual counseling was provided.

Tentative plans to establish a permanent program on campus with a center for mature minority women of low-income, in which they can counsel each other in curriculum selection, budgeting, home and family counseling, psychological peer exchange, general moral encouragement, and personal identity reinforcement.

Group counseling of off-campus groups, especially at teen-posts in minority areas.

A para-professional curriculum in Psychological Services was established this semester and will be added to the college offering.

My awareness of the needs and contributions of minority groups will encourage me to emphasize these to appropriate personnel in the college.

Each semester, I expect to have a small group of men and women students outside the classroom.

I expect to use the socio-cultural information as background to more effective understanding of students.

Appendix C

Partial Transcription of Staff Evaluation Session
Held at Conclusion of Training Program

To what extent were the specified objectives met?

We had two objectives: women (low-income, minority, and junior college) and group counseling methods. I think the emphasis on women was interwoven all through. We touched them all effectively, with perhaps more emphasis on low-income and minority than on women.

What we achieved beyond my fondest dreams was opening people to the implications of group process. They are more comfortable with the group process personally and more aware of the strength of the group itself.

We had felt we were thrusting them on to do too much, but they not only coped but showed remarkable creativity and energy in finding what they needed and applying it. Because of the great need for this training, I think we should offer the program to another group.

In the end, most people were enthusiastic about group counseling and wanted more how-to sessions. The important thing is that they did conduct groups. I think this also showed them other counseling activities on their campus, helped them become familiar with what was going on, and induced changes in attitude. By talking with other faculty and administrators about their learning, they extended their influence.

What about the specific focus on women? Do you think we were successful in this objective?

The focus on women became diffused; we focused on helping people from minority and low-income groups rather than on only women. We needed to address ourselves more strongly to the problems of females on junior college campuses. They do have distinct problems that differ markedly from males and there is a real need for helping women as women because they are going through a transitional stage, especially today with so many changes occurring. Many of the girls on our panel have since taken action on having group counseling set up for them. They were turned on by the urgent need and opportunities shown at the session with our enrollees. I don't think we really made the participants feel this need for group counseling for women as women--beyond the career guidance aspect. The whole of counseling is set up for helping men, who already have a tremendous outlet in athletics. Men's whole object in going to school is getting a job--and most jobs are male-oriented.

We did not deal enough with the mature female--the "A Squares" of one of the participants' groups.

One difficulty was that, when I tried to focus on women as the target, I got resistance from the women!

There was discomfort in the women counselors--and in the men also.

We discovered that there is no place women can go to talk about what it means to be a woman in junior college. At first, the participants would not deal with this. Perhaps the attacks on educational institutions and counseling in particular made them even more defensive. We made the prior

assumption that, because this course was called "group counseling for women," it would be easy to concentrate on women, but we also found that, although this is now so, it does not happen automatically. It must be planned.

Do you feel we gave information to the enrollees about women that they did not have before they came to the program?

The weakest area was in information on occupational opportunities and career guidance. Many participants felt, as they worked with their groups, that they could effectively handle discussions about life styles, personal problems, and the hang-ups of minority and low-income women, but that they were not competent to give career guidance.

What do you think were the results of the focus on group counseling as a way to extend help to minority and low-income women students on the junior college campus?

The most effective thing was to require the participants to conduct a group, to engage in the group process outside the program itself. The organizing, as well as the conducting, were the main reasons for the program's final outcome. I never expected so many participants to engage in so many activities.

Merely making it clear that this process of group counseling is possible and necessary in a junior college setting had a validating effect.

Could we have given a course in group counseling without having any in-put sessions related to women or to minority and low-income persons?

It is doubtful, since the in-put sessions highlighted the great need and the difficulty of finding solutions that are helpful to the women.

We covered a wide range of counseling with many different ethnic minorities. To talk about and to experience other participants' life styles were important. All in-put can be categorized in three ways: useful, usable, and useless--and what now seems useless may become usable or really useful in the future. The kinds of information we made available to this group will be differentially applied. It may be a whole different set of problems in the future--if one ethnic group that is now a minority, for instance, should become a majority.

Appendix D

PROGRAM CONTENT - SPEAKER and SUBJECT

Rosalind Loring, Director, Department of Daytime Programs and Special Projects
"Expanding Horizons for Greater Effectiveness and Personal Growth"

Hope Powell Holcomb, Dean, College Development, Los Angeles City College and Panel
"Discovering the Needs and Aspirations of These Groups"

Phyllis Liu, Clinical Psychologist, Student Counseling Center, UCLA
"Understanding of Minority and Low-Income Groups"

Gregory Ochoa, Director, Benjamin Rush Center, Spanish Language Counseling Service
"New Militancy and Old Patterns: Minorities in Transition"

Claude Ware, Assistant Dean, Evening Division, Los Angeles City College
"Personal Traits of the Counselor Needed in This Setting"

Joseph Peters, Associate, Institute for Reality Therapy, Los Angeles
"Individual Counseling for Greater Effectiveness and Demonstration"

Joan Lasko, Lecturer, Behavioral Sciences, Graduate School of Business Administration, UCLA
"Counseling Process and Outcome: Interaction Between Counselors and Counselees"

Jane Berry, Director, Continuing Education for Women, University of Missouri
"Government and Private Programs for Training Women"

Mary Howard, Director, Counseling Center, Federal City College, Washington, D. C.
"Methods of Working with Professional and Para-Professional Counseling: Its Uses and Limitations"

Jane Ann Pullen, Staff Counselor, Student Counseling Center, UCLA
"Group Counseling for Wider Effectiveness"

Kenneth Washington, Special Assistant for Educational Opportunities and Human Relations, L.A. City Junior College District
"Opportunities for Minority and Low-Income Women: Community Resources, Educational and Occupational"

Ann Shaw, Teacher, University Extension, UCLA; and Community Development Leader
"Female and Male Attitudes: Differences and Similarities"

Audrey Kaslow, Supervisory Deputy Probation Officer, Los Angeles County Probation Department
"Female and Male Attitudes: Differences and Similarities"

B. Lamar Johnson, Professor, Graduate School of Education, UCLA
"Opportunities of the Community Junior College: Contributions of This Program"

Appendix E

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Dr. B. Lamar Johnson, Professor, Department of Education, UCLA

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Dr. Marie Martin, President, Pierce Junior College

Dr. Marie Mills, President, Mt. San Antonio College

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